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ABSTRACT

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to French instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The guidelines, which describe learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, are grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. Development of students' expected mastery of the French language and culture is traced in an outline of sequential language instruction programs. Emphasis is given to individualized instruction and the development of listening, speaking, reading, and writing skills. A bibliography and a list of sources of audiovisual and other instructional materials are appended. (CK)

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GUIDELINES FOR FOREIGN LANGUAGE EDUCATION IN THE SEVENTIES/**FRENCH**

The Office of the
Superintendent of
Public Instruction
State of Illinois
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FOREWORD

The role of Foreign Language education in the United States is becoming vitally important in everyday living. Through the study of languages, students gain the rich experience of real communication with other human beings and an understanding of individual differences to the extent, perhaps, that no other discipline can offer. It prepares them with a mature response to the diversity of world cultures and the needs of our American pluralistic society. Learning language is learning people!

In an age when people are seeking identity and wishing to rediscover their roots, world communities are awakening to the necessity of learning about themselves, as well as the cultures and languages of their neighbors. To meet this challenge, educators should engage in bringing about a change in attitudes and emphases in foreign language education to insure its benefits to all Americans.

Guidelines for Foreign Language Education in the Seventies provides an opportunity for schools to participate in the Illinois experiment to coordinate language programs and implement the study of languages in the total curriculum at all levels of learning. This office is grateful to the various committees of Illinois foreign language teachers for their leadership and dedication in making these guidelines possible.

Michael J. Bakalis
Superintendent of Public Instruction

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INTRODUCTION

Guidelines for Foreign Language Education in the Seventies was inspired by the need for change in foreign languages at a time when humanistic and educational values are being questioned. The philosophy that languages are best learned when begun in early childhood and continued over a span of years forms the basis for developing these guidelines which include all levels of the school system from kindergarten through grade twelve. As part of the continuum in foreign language studies, consideration was given to community colleges in an attempt to unify language programs at that level.

The new guidelines are designed to improve, expand and broaden the base of foreign language learning to meet present day needs. They provide for fully articulated and sequential programs in the languages most commonly taught in Illinois schools, French, German, Italian, Latin, Russian and Spanish, and were formulated by a committee of master teachers in each of these languages. They may serve to provide direction for colleges and universities which train teachers for the elementary, junior and senior high schools. Likewise, they may serve as a model for developing ethnic language programs in Illinois and may be used in continuing education programs. They are intended to establish a solid base for foreign language study as an integral part of the core curriculum.

The culture component which has been written into the guidelines will take students beyond the structure of the language they are

studying and will acquaint them with the habits, customs and values of the people in their everyday environment from historic times to the present. It offers an opportunity for cross-cultural studies in a pluralistic society and emphasizes the affective domain as well as the cognitive.

Much thought was given to suggested approaches in methodology. Emphasis is being placed on the psychological aspect of foreign language learning through individualizing instruction. The development of the student's talents and interests in acquiring the skills of listening, speaking, reading, and writing another language is a vital objective. The importance of second language learning for every child in the state and the benefits derived from it are clearly set forth in *A New Rationale for the Teaching of Foreign Languages in Illinois: A Humanistic View* which preceded the writing of *Guidelines for Foreign Language Education in the Seventies*.

New programs with insight into career education and personal enrichment are important to meet the current need for foreign languages in national and international relations. Teachers are encouraged to collaborate with their colleagues in other disciplines to develop programs which include the basics of language learning, pronunciation, functional grammar and vocabulary. These programs should be adapted to the particular course, and should be practical and sufficient for the student's needs.

For the enthusiastic teacher who is aware of the importance of foreign languages and sensitive to the needs of students, the new guidelines should provide incentive, motivation and opportunities for

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creativity in foreign language study. It is hoped that creative teachers will introduce mini-courses to stimulate the desire for second language learning in students not enrolled in regular programs. Where there is team teaching in related subject areas, units for individualization of instruction may be included in learning activity packages designed to arouse interest and increase motivation for foreign language study.

At a time when Illinois is engaged in a national public relations program to bring foreign languages to the "market place," *Guidelines for Foreign Language Education in the Seventies* is a step in the right direction in bringing about change in foreign language education in Illinois. It is the firm belief of foreign language educators that the maturity of our country can be best demonstrated by the ability of its people to appreciate, understand and speak the languages of their forefathers and respect the languages and cultures of other peoples in the American mosaic.

FRENCH
Grades K-6

GRADES K-2:

Listening and Speaking

LEARNING OBJECTIVES:

- The student will develop self-discipline which is essential to good listening. This will be encouraged by the teacher in his presentation of the materials.
- The student will imitate the sounds of French vowels, consonants, and semi-vowels until he can produce them with a high degree of accuracy.
- The student will learn basic vocabulary suitable to his age level.
- The student will learn very simple and matter-of-fact sentences appropriate to his age level.

Time Allotment:

- 20-25 minutes per day, 3 to 5 days a week
- Each new pattern will be mastered in a maximum of two weeks

SUGGESTED ACTIVITIES:

- The student repeats after the teacher in large groups, small groups and individually.
- The student plays the role of the teacher to ask other students questions and to help other students who need learning reinforcement.
- The student makes dialogues with a classmate by using patterns and vocabulary learned in the course.
- The student asks and answers at least twenty questions, such as the following:
  - Comment t'appelles-tu?
  - Où vas-tu aujourd'hui?
  - Qu'est-ce que tu fais?
  - Comment vas-tu aujourd'hui?
  - De quelle couleur est ---?
  - Quel âge as-tu?
  - Quel est le jour de la semaine?

- Quels sont les jours de la semaine?
- Qu'est-ce que tu aimes manger?
- Qu'est-ce que tu aimes boire?
- Où est le tableau (noir, vert)? Voici, voilà.
- Combien de frères et de soeurs as-tu?
- Est-ce que tu as un chien, un chat, etc.?
- Qui est là?
- Qu'est-ce que c'est?
- Pourquoi fais-tu cela? Parce que j'aime---
- Qu'est-ce que tu fais le matin?
- Qu'est-ce que tu fais l'après-midi?
- Qu'est-ce que tu fais après l'école?
- Qu'est-ce que tu fais à table?
- Où habites-tu?

. Topics:

- Cardinal numbers to 100
- Common animals
- Basic colors
- Letters of the alphabet (1st or 2nd grade)
- Names of the days of the week
- Names of the months of the year (1st or 2nd grade)
- Salutations, introductions, farewells
- Simple commands

EVALUATION PROCESS:

- Oral evaluation using taped questions and answers
- Comprehension tests using pictures
- Multiple choice tests in which answers are given orally
- Matching of words read orally with pictures shown to students
- True-false statements read by teacher for student to answer orally

TEACHING STRATEGIES:

- Presentation by teacher or teacher aide
- Individual or group presentations by class members (reports, recitations, dialogues, dramatizations)
- Use of instructional and audio-visual materials
- Use of language laboratory

Culture

LEARNING OBJECTIVES:

- The student will perform appropriately when he greets and/or leaves a relative, friend, or teacher. Ex. Shaking hands for welcome and farewell.
- By the first grade level, the student will use the tu/vous forms for the respective categories of people.
- The student will develop an interest in and positive attitude toward French culture by learning about various customs observed in France. Ex. Christmas (shoes by the fireplace, crèche, tree, foods, Midnight Mass), birthday celebrations, Easter, Bastille Day.
- The student will learn some games played by French children. Ex. cache-cache, chaud-froid-tiède, Colin-maillard.
- The student will learn songs from France or from other French-speaking countries.

Time Allotment:

- Culture will be an integral part of the French FLES curriculum.
- A portion of each class should be devoted to the explanation of some aspect of culture.

SUGGESTED ACTIVITIES: The items listed below are, whenever possible, to relate to the other curricular activities of the student.

- Songs, records, and tapes
- Dances
- Games
- Discussion of basic foods
- Discussion of important French people
- Plays and skits
- Field trips
- Individual or small group projects
- Films, filmstrips, slides

- Creation of interesting and pertinent bulletin board displays
- Use of posters, charts, and pictures
- Talks by native-speaking French persons from school or community
- Topics:
  - Basic family members, customs (child-parent relationships), and activities (birthdays, outings, vacations).
  - Schools in France (discuss appropriate class level)
  - Occupations and professions
  - French names to be used in class (provided the child has no objections)
  - Gestures
  - Poems, stories

EVALUATION PROCESS:

- Comprehension tests using pictures
- Multiple choice tests in which answers are given orally
- True-false statements read by teacher for student to answer orally
- Matching of words with pictures

TEACHING STRATEGIES:

- Presentation by teacher or teacher aide
- Individual or group presentation by class members (reports, recitations, dialogues, dramatizations)
- Use of instructional and audio-visual materials
- Presentations by native-speaking French persons from school or community
- Participation of class members in independent study projects
- Articulation of work with other areas of the curriculum, such as art, music, social studies, language arts
- Articulation with other French teachers in the district so that students at all levels--elementary, junior high, and high school--can observe and participate in the program at other levels from time to time during the school year

RESOURCE MATERIALS: Listings for this level are included with those for the 7-8 level at the end of this division.

GRADES 3-6:

Listening and Speaking

LEARNING OBJECTIVES:

- The student will develop self-discipline which is essential to good listening. This will be encouraged by the teacher through his lesson planning and presentation.
- The student will imitate the sounds of French vowels, consonants, and semi-vowels until he can produce them with a high degree of accuracy.
- The student will respond naturally and automatically in dialogue situations, using the vocabulary and grammatical structures taught in class.
- The student will answer questions and/or obey commands given by the teacher.
- The student will summarize in English in his own words short stories or dialogues which he has listened to in French.

Time Allotment:

- 20-30 minutes per day, 3 to 5 days a week
- Listening and speaking are so interrelated that it is difficult to designate a specific amount of time for each skill area.

SUGGESTED ACTIVITIES:

- The student repeats after the teacher in large groups, small groups and individually.
- The student listens to the teacher, to classmates, to tapes, records, films and filmstrips, and, occasionally, to a native speaker.
- The student participates in dialogues, short conversations, simple skits and dramatizations.
- Topics:
  - French names
  - Family members outside the immediate family unit
  - Parts of the body
  - Articles of clothing
  - Cardinal numbers from 100
  - Ordinal numbers to 20

- Colors, expanding on the basic shades taught at the earlier level
- Foods and beverages
- Basic monetary units
- Adjectives of size and quality
- Adverbs of quantity
- Prepositions of position and space
- Names for rooms in the house
- Animals, expanding on those taught at the earlier level
- Simple arithmetic, following native language curricular instruction
- Simple geography, following native language curricular instruction
- Names of the seasons
- Nature: trees, flowers, insects, rocks
- Activities in the home (schedule of the day)
- Telling time
- Transportation
- Sports

EVALUATION PROCESS:

- Oral evaluation using taped questions and answers
- Comprehension tests using pictures
- Multiple choice tests in which answers are given orally
- Matching of words read orally with pictures shown to students
- True-false statements read by teacher for student to answer orally

TEACHING STRATEGIES:

- Presentation by teacher or teacher aide
- Individual or group presentations by class members (reports, recitations, dialogues, dramatizations)
- Use of instructional and audio-visual materials
- Use of language laboratory

Reading

LEARNING OBJECTIVES:

- The student will learn to recognize the orthographic representations of the French sound system.

- The student will learn the associations between the aural and graphic representations of the language within the limits of his controlled speech patterns.
- The student will learn to spell in the target language
- The student will memorize the French alphabet, if this has not been done at an earlier level.
- The student will read familiar materials orally with proper intonation and expression.
- The student will explain briefly in English the material he has just read in French.

Time Allotment:

- This will be determined by the individual teacher according to the age and level of the students.
- Reading activities of short duration are preferable to longer and less frequently scheduled ones.

SUGGESTED ACTIVITIES:

- The student identifies and recognizes, within the limits of vocabulary studied, objects labeled in French in the classroom.
- The student reads chorally and/or individually words and sentences within the limits of previously learned vocabulary and structures.

EVALUATION PROCESS:

- Matching of words and pictures
- True-false statements in French over material read
- Summarization in English, oral or written, of material read in French

TEACHING STRATEGIES:

- Presentation by teacher or teacher aide
- Individual or group presentations by class members
- Individually guided instruction

Writing

LEARNING OBJECTIVES:

- The student will copy familiar material with a high degree of accuracy.
- The student will write familiar French words and sentences dictated by the teacher.

SUGGESTED ACTIVITIES:

- The student copies short and familiar sentences and/or passages.
- The student writes answers to simple questions listed on a study sheet or dictated by the teacher.

EVALUATION PROCESS:

- Sentences to be completed in French
- Fill-in-the-blank exercises in French
- Questions requiring simple and familiar answers in French
- Statements for which students write appropriate questions

TEACHING STRATEGIES:

- Teacher presentation
- Laboratory experiences
- Individually guided instruction

Culture

LEARNING OBJECTIVES:

- The student will learn some of the similarities and differences between the cultures of France, Canada, Belgium, Haiti, and the French-speaking countries of Africa.
- The student will learn that there are different accents and regional dialects within France, as well as within other French-speaking countries.
- The student will learn that French culture has had a tremendous influence on the development of America.

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- The student will identify in Illinois towns and regions which have French names and/or where French influences has endured.
- Time Allotment:
  - Culture will be an integral part of the French FLES curriculum.
  - A portion of each class should be devoted to the explanation of some aspect of culture.

SUGGESTED ACTIVITIES:

- Songs, records, and tapes
- Dances
- Games and crossword puzzles
- Foods and cooking activities
- Discussion of important French or French-speaking people
- Plays and skits
- Field trips
- Individual or small group projects
- Films, filmstrips, slides
- Creation of interesting and pertinent bulletin board displays
- Use of posters, charts, and pictures
- Talks by native-speaking French persons from school or community
- Book reports on material read in French or in English
  - Biographies: Pasteur, the Curies
  - Cultural topics
- Penpals (letters written in English unless closely directed and corrected by the teacher)
- Poems, rhymes, tongue-twisters, jokes
- Topics:
  - Family customs (baptisms, weddings, confirmations)
  - Schools in France and school system

- National and regional celebrations
- Leisure activities
- Occupations and professions
- Basic historical facts
- Names of countries where French is spoken
- Gestures
- Provincial costumes and customs
- Folk heroes
- Poems, stories, songs

- Individualized Instruction:

  - At this level, the above-mentioned approach to instruction is difficult to implement, for it depends on school policy and the amount of assistance and suitable materials available to the teacher and students. Furthermore, individualized instruction does not lend itself to all areas of work at this level since the emphasis is audio-lingual with interaction in a group situation under teacher supervision essential to the attainment of objectives.

  - When appropriate, the individualized approach to instruction can supplement group instruction.

  - When well trained and supervised, teacher aides (cadet teachers, para-teachers or interested community workers) can be effective in working with individuals or small groups at this level.

  - Activities suitable to individualized instruction include those that are assigned to be performed or completed within a given period of time.

- Independent Study:
  - This approach to instruction--not to be confused with individualized instruction--is appropriate and desirable when the student's interests provoke curiosity about material related to but not covered by classroom work. Such study is to be encouraged and the student given opportunities to share his discoveries with the other members of the class.

EVALUATION PROCESS:

- True-false statements in English covering geographical and sociological aspects of the French-speaking world

- Outline maps on which the student locates and identifies France and/or other French speaking areas of the world

- Outline maps of Illinois on which the student locates and

identifies towns and/or regions bearing French names or having historical interest to the student of French

TEACHING STRATEGIES:

- Presentation by teacher or teacher aide
- Individual or group presentations by class members
- Use of instructional and audio-visual materials
- Presentations by native-speaking French persons from school or community
- Independent study projects
- Articulation of work with other areas of the curriculum, such as music, art, social studies, language arts
- Articulation with other French teachers in the district so that students at all levels--elementary, junior high, and high school--can observe and participate in the program at other levels from time to time during the school year

RESOURCE MATERIALS:

Journals

American Foreign Language Teacher
P.O. Box 07300
Detroit, Michigan 48207

Foreign Language Annals, sent to all members of the American Council on the Teaching of Foreign Languages
62 Fifth Avenue
New York, New York 10011

French Review, sent to all members of the American Association of French Teachers
F.W. Nachtmann, Executive Secretary
59 E. Armory Avenue
Champaign, Illinois 61820

Resource Books

Dunkel, Harold B. and Pillet, Roger A. French in the Elementary School: Five Years' Experience. Chicago: The University of Chicago Press, 1962.

Eriksson, Marguerite, Ilse Forest, and Ruth Mulhauser. Foreign Languages in the Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Publishers' Catalogues

American Education Publications
Education Center
Columbus, Ohio 43216

Audio Lingual Educational Press, Inc.
P.O. Box 390
45 West Part Avenue
Long Beach, New York 11561

Berkeley Teaching Methods
P.O. Box 76
Island Park, New York 11558

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Continental Book Company, Inc.
42-78 Main Street
Flushing, New York 11355

Educational Filmstrips
1401 19th Street
Huntsville, Texas 77340

Encyclopaedia Britannica Educational Corporation
425 N. Michigan Avenue
Chicago, Illinois 60611

Gessler Publishing Company, Inc.
131 E. 23rd Street
New York, New York 10010

Goldsmith's Music Shop, Inc.
A/V and Language Department
301 East Shore Road
Great Neck, New York 11023

Midwest European Publications Inc. (subsidiary of Hachette)
French as a Second Language Textbooks and Supplementary Materials
3229 North Clark Street
Chicago, Illinois 60657

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Multi-Media Teaching Aids, Inc.
43-07 41st Street
P.O. Box 4247
Long Island City, New York 11104

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60076

Programmed Language Instruction, Inc.
42-48 48th Avenue
Woodside, New York 11377

Scholastic Foreign Language Service
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Services Culturels Français
Bureau Pédagogique
972 Fifth Avenue
New York, New York 10021

Wible Language Institute
24 S. 8th Street
Allentown, Pennsylvania 18105

FRENCH
Grades 7-8

Listening and Speaking

LEARNING OBJECTIVES:

- The student will understand French spoken at normal speed and will speak French well enough to communicate with a native speaker on subjects within the range of the student's experience and the framework of familiar vocabulary and grammatical structures.

- The student will use appropriate intonation and rhythm in statements, questions, and commands and will reproduce all vowel, consonant, and semi-consonant sounds.

- The student will practice obligatory liaison as encountered.

- The student will understand in the following situations:
  - A non-technical dialogue/conversation spoken at normal speed by French speakers, employing expressions commonly encountered in conversation.
  - Questions asked of him in the present, passé composé, or future tenses.
  - Oral directives in French. Ex. classroom procedures, travel directions, etc.
  - Listening to lyrics of popular music, selected for clarity of enunciation and interest for the student's age level.

- The student will express himself in non-technical dialogue/conversation in the following situations:
  - Salutations, introductions, and greetings.
  - Statements about himself, his interests and needs.
  - Statements about his family.
  - Questions asking for useful information. Ex. meeting times, locations of specific places, who people are, cost of food and merchandise, etc.
  - Directions and instructions concerning general topics.

SUGGESTED ACTIVITIES:

- Teacher presentation

- Group and individual repetition

- Listening to dialogues/conversations by native speakers

- Listening to narratives read in French

- Listening to popular music
- Engaging in conversation with the teacher or students on topics mentioned above
- Summarizing of dialogue/conversations or narratives heard in class
- Transforming statements into questions and/or imperatives
- Oral translation of statements, questions, and commands from English into French
- Answering questions posed in present, future, and passé composé tenses
- Use of records, tapes, films, filmstrips
- Games

EVALUATION PROCESS:

- Oral testing using questions related to the individual student
- Oral testing on items of a general nature
- Oral testing requiring the oral summarization in French of a dialogue/conversation or narrative
- Oral testing requiring the giving of directions
- Oral testing requiring the transformation of statements into questions or commands

TEACHING STRATEGIES:

- Teacher presentation
- Peer group teaching
- Laboratory experiences
- Group learning
- Independent study and individualized instruction

Grammar

LEARNING OBJECTIVES:

- The student will control all of the grammatical concepts necessary to accomplish the listening, speaking, reading, and

writing objectives of the 7th and 8th grades.

- The student will understand and express himself using the following grammatical structures:
    - Verbs:
        - Infinitives
        - Indicative mood--present, passé composé, and future tenses of the following:
            - The three regular conjugations
            - Irregular verbs only if commonly used in conversation
        - Imperative mood of the verbs listed above as needed
    - Gender and number of nouns (irregular forms only if commonly used in conversation)
    - Pronouns:
        - Subject
        - Object
            - Direct
            - Indirect
        - Reflexive
        - Disjunctive
        - Interrogative as needed
    - Use of definite and indefinite articles
    - Use of the partitive
    - Use of contractions
    - Question formation
    - Negation
    - Adjectives:
        - Descriptive:
            - Agreement and position
            - Comparative and superlative forms
        - Demonstrative
        - Possessive
        - Interrogative as needed
    - Adverbs:
        - Formation
        - Position
        - Comparative and superlative forms
        - Interrogative
    - Prepositions
    - Polite and familiar forms of address
    - Numbers:
        - Ordinal: 1-100
        - Cardinal: 1-100

SUGGESTED ACTIVITIES:

- Teacher presentation using blackboard, overhead projector, pictures, and charts

- Oral and written structure drills
- Small group or individualized study, using study sheets
- Drill at the blackboard by part of the class while others write at their desks

EVALUATION PROCESS:

- The student supplies the correct answer to any question using verbs studied in the tenses indicated.
- The student supplies correct question form corresponding to a statement using vocabulary and structures studied.
- The student forms the corresponding command form of a verb given in the indicative mood.
- The student shows recognition of noun gender and number by supplying the correct definite and indefinite articles, partitives, or contractions in fill-in or completion tests.
- The student changes affirmative sentences to negative or interrogative forms.
- The student supplies the correct form of adjectives or adverbs needed in the context of a fill-in test.
- The student replaces a subject or object noun form with the appropriate pronominal form.

Reading

LEARNING OBJECTIVES:

- The student will read French with direct comprehension without recourse to English translation when working with materials on a subject of interest to and at a level of difficulty appropriate for this age level.
- The student will:
  - Associate the sounds of the language with the appropriate written symbols.
  - Read short selections in French to expose him to new vocabulary and formal structures.
  - Read questions in French based on short reading selections and give appropriate oral or written responses in French.
  - Read signs, posters, advertisements, menus, and notices commonly found in public areas of French-speaking countries and regions.
  - Read official measurements of weight, volume, and currency

SUGGESTED ACTIVITIES:

- The student receives practical phonetic training.
- The student reads short selections in graded readers designed for this age level.
- The student reads aloud sentences and paragraphs in a sequential manner.
- The student reads a paragraph silently and summarizes orally in French or in English.

EVALUATION PROCESS:

- As the student reads aloud, the teacher, by using a checklist, indicates the degree of correctness in speed, pronunciation, and intonation.
- The student answers orally and/or in writing questions over the reading material.
- The student takes multiple choice tests on previously read material.

Writing

LEARNING OBJECTIVES:

- The student will write French, using authentic language patterns within his range of experience and interest.
- The student will:
  - Copy familiar material with a high degree of accuracy.
  - Write, from dictation, simple familiar sentences or texts, using correct capitalization and orthographic representation of vowels, consonants, and semi-consonants.
  - Write a simple letter in French using appropriate forms of salutation and closing and containing material suitable to correspondence with a French-speaking student of comparable age.
  - Write affirmative/negative responses to simple questions posed in French.
  - Write directives or commands in French.
  - Write a simple original or directed sequential narrative in French, using familiar vocabulary and structures.
  - Complete a sample form commonly found in a French-speaking country or region, such as a registration form, mailing form, custom declaration.

SUGGESTED ACTIVITIES:

- Short copying exercises
- Dictation drill of two or three sentences
- Dictation exercises using tape recorders
- Given a topic by the teacher, the class works together to write a paragraph by dictating to the teacher or to another student who writes on the board.
- Students form complete sentences from words or phrases provided on work sheets or on the board.

EVALUATION PROCESS:

- Dictation tests on familiar material
- Dictation tests on recombined material
- Tests with questions on familiar narrative
- Tests with questions on familiar topics

Culture

LEARNING OBJECTIVES:

- The student will begin to understand the contemporary values, habits, and customs of the people in French-speaking areas and how these people are similar to and different from those of the American culture.
- The student will acquire a knowledge of the basic geographical features of France.
- The student will:
  - Recognize and use correct gestures and phrases in greetings, introductions, and farewells.
  - Use tu and vous correctly.
  - Indicate on a map the major French-speaking countries/regions of the world.
  - Indicate and identify on a map major geographical features of France, such as mountain ranges and river systems.
  - Locate and identify on a map countries and bodies of water bordering France.
  - Locate and identify on a map major cities of France.
  - Identify and indicate the significance of at least the following Parisian landmarks: the Louvre, the Arch of Triumph, Notre Dame de Paris, Montmartre, Sacré Coeur, the Champs-Élysées, the Opera.

SUGGESTED ACTIVITIES:

- Teacher presentation
- Use of films, filmstrips, and slides depicting landmarks, monuments, works of art, and aspects of life in French-speaking countries/regions
- Use of French language publications and English language publications illustrating contemporary commodities, scenes, and issues
- Student participation in situations in which he employs his knowledge of the appropriate ways to: introduce oneself or a companion, accept or extend a social invitation, secure food and lodging, make a purchase, exchange or obtain money
- Use of records or tapes of contemporary music, folk songs, and prose or poetry selections performed by popular French artists
- Assigned reports on subjects of particular interest to specific students
- Assigned readings in works of French literature (prose and poetry) especially suitable to or adapted for use at this age level
- Use of study sheets, maps, and charts

EVALUATION PROCESS:

- The student indicates on an outline map the geographical features of France studied in the course.
- The student identifies from pictures or slides famous Parisian monuments and buildings.
- The student identifies from pictures or slides famous French works of art.
- The student identifies from tapes or records folk songs or popular music selections with which he is familiar.

FRENCH
Grades 9-12

FIRST YEAR:

Listening and Speaking

LEARNING OBJECTIVES:

- The student will understand French spoken at normal classroom speed and will speak in a manner understandable to the native, both activities being within the framework of familiar vocabulary and grammatical structures.

- The student will understand and express himself with accuracy in situations involving the following:
  - Salutations, introductions, and greetings.
  - Simple descriptions concerning family, relatives, school, and home.
  - Statements about himself: occupation, age, physical characteristics.
  - Weather and seasons.
  - Numbers, dates, and telling time.
  - Statements about parts of the body.
  - Statements concerning health.
  - Shopping for clothing, toiletries, and food.
  - Colors.
  - Directions.

SUGGESTED ACTIVITIES:

- Teacher presentation

- Choral response from the entire class to teacher-posed questions

- Choral response by one row of students only

- Single student response to drill questions

- Student interpretation, with actions, of a situation described orally

- Description of a scene from a picture

- Use of records, movies, tapes, and filmstrips

- Use of games

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EVALUATION PROCESS:

- Oral testing using questions related to the individual student
  - Comment allez-vous?
  - Quel âge avez-vous?
- Oral testing on items of a general nature
  - Quel temps fait-il aujourd'hui?
  - Quelle heure est-il?
- Oral description of a picture or of an action performed by another individual

TEACHING STRATEGIES:

- Teacher presentation
- Peer group teaching
- Laboratory experiences
- Group learning
- Independent study and individualized instruction

Grammar

LEARNING OBJECTIVES:

- The student will understand and express himself with accuracy using the following grammatical structures:
  - Verbs:
    - Indicative mood--present, passé composé, immediate future (aller plus infinitive) of:
      - The three regular conjugations
      - The following irregular verbs: être, avoir, aller, faire, venir, pouvoir, vouloir, voir, prendre, mettre, partir, sortir, dormir, lire, dire, écrire
    - Imperative mood of the verbs listed above as needed
  - Gender and number of nouns
  - Use of definite and indefinite articles
  - Use of the partitive
  - Question formation
  - Negation:
    - Ne...pas
    - Ne...jamais
    - Ne...plus
    - Ne...rien

- Adjectives:
  - Descriptive:
    - Agreement
    - Position
  - Demonstrative
  - Possessive
  - Interrogative as needed
- Pronouns:
  - Subject
  - Object
    - Direct
    - Indirect
  - Reflexive
  - Interrogative as needed

SUGGESTED ACTIVITIES:

- Teacher presentation using blackboard, overhead projector, pictures, and charts
- Oral and written structure drills
- Individualized study sheets

EVALUATION PROCESS:

- The student supplies the correct answer to any question using the above verbs in the tenses indicated.
  As-tu fait la vaisselle?
  Oui, j'ai fait la vaisselle
- The student supplies the correct question form corresponding to a statement using the above verbs.
  Mon père va au bureau.
  Où va votre père?
- Given a verb in the indicative mood, the student forms the corresponding command.
  Suzanne ferme la porte.
  Suzanne, fermez la porte!
- The student indicates his recognition of the gender and number of nouns by supplying the correct definite and indefinite articles, contractions, and partitives.
  Marie va ____ théâtre.
  Marie va au théâtre.
- The student changes affirmative sentences to negative or

interrogative sentences.

Ils regardent le tableau.
Regardent-ils le tableau?

- The student uses the correct form of adjectives needed in a given context.

  La ____ fille porte une ____ robe ____. (petit, joli, bleu)
  La petite fille porte une jolie robe bleue.

- The student replaces a subject or object noun with the corresponding pronoun.

  Pierre et Yvonne écoutent les disques.
  Ils les écoutent.

Reading

LEARNING OBJECTIVES:

- The student will read and comprehend passages containing active and passive vocabulary and grammatical concepts presented during the first year of instruction.

- The student will:
  - Recognize printed words previously heard and spoken.

  - Read aloud a familiar text, using proper intonation, pronunciation, and phrasing acceptable to the native ear.

  - Indicate comprehension when reading basic textbook materials.

SUGGESTED ACTIVITIES:

- Memorize the French alphabet

- Receive basic phonetic training

- Read aloud sentences and paragraphs in a sequential manner

- Read a paragraph silently and summarize, both in French and in English, what has been read

EVALUATION PROCESS:

- As the student reads aloud, the teacher, by using a checklist, indicates the degree of correctness of the student's speed, pronunciation, and intonation.

- The student answers orally and/or in writing questions on the reading material.

- The student takes multiple choice tests on previously read material.

Writing

LEARNING OBJECTIVES:

- The student will write with a minimal number of errors all of the vocabulary and grammatical structures that he has used actively.
- The student will:
  - Copy familiar material.
  - Write familiar sentences from dictation.
  - Answer simple questions.
  - Write a guided paragraph of five to eight sentences.
  - Write an original paragraph of five to eight sentences describing a familiar situation.

SUGGESTED ACTIVITIES:

- The student writes a daily dictation drill of two or three sentences.
- The student forms complete sentences from groups of words taken from vocabulary and structures under study.
- The class, working together, writes a paragraph about a teacher-proposed topic by dictating to the teacher or to another student who writes on the board.
- The student writes a dictation given on tape.

EVALUATION PROCESS:

- Dictation tests on familiar material
- Dictation tests on recombined material
- Tests with questions on a familiar narrative
- Tests with questions on familiar topics

Culture

LEARNING OBJECTIVES:

- The student will begin to recognize the differences and similarities between the French and American cultures and will have a knowledge of the basic geographical features of France and other francophone countries.
- The student will be able to do the following:
  - Locate France and other francophone countries on a map of the world.
  - Name the political and physical boundaries of France.

- Locate on a map Paris, Marseille, and one or two other important cities.
- Locate on a map the Seine, Loire, Garonne, and Rhone rivers.
- Indicate on a map the Alps and the Pyrenees.
- Recognize the "Marseillaise" and one or two folk songs.
- Identify the French president.
- Identify four or five Parisian landmarks.
- Use correct gestures and terminology in greetings, introductions, and farewells.
- Use tu and vous correctly.
- Name important religious and national holidays.

SUGGESTED ACTIVITIES:

- Explain by means of a simple narrative the principal geographical features of France.
- Indicate on a large wall map the boundaries, main cities, rivers, and mountains of France.
- Listen to and sing along with recordings of the "Marseillaise" and one or two folk songs.
- Show slides or filmstrips of famous Parisian landmarks.
- Practice gestures corresponding to greetings or sentiments expressed.

EVALUATION PROCESS:

- On an outline map, the student indicates the geographical features of France learned in the course.
- From pictures, the student names famous Parisian monuments and buildings.
- The student gives the French name for or equivalent to Christmas, New Year's, Easter, Independence Day, Halloween, Mother's Day, and special French holidays such as Mardi Gras.

RESOURCE MATERIALS:

Basic Texts:

ALM: Level I. 2nd ed. New York: Harcourt, Brace and Jovanovich, 1969.

Cadoux, Remunda. Vous et Moi: Level I. New York: The MacMillan Co., 1970.

Capelle, Janine and Guy Capelle. La France en Direct 1. Boston: Ginn and Co., 1970.

Lenard, Yvone. Jeunes Voix, Jeunes Visages. New York: Harper and Row, 1970.

Rosselot, La Velle. Je Parle Français. Wilmette, Ill.: Encyclopaedia Brittanica.

Valdman, Albert, Simon Belasco, and Florence Steiner. Son et Sens: Level I. Glenview, Ill.: Scott, Foresman and Co., 1972.

Voix et Images de France. Philadelphia: Chilton Book Company.

Supplementary:

Bonjour. Scholastic Magazines.

Toute la Bande. Scholastic Magazines.

Audio-Visuals:

Tapes and filmstrips designed to be used with the above named texts.

Budeck Films and Slides
P.O. Box 307
Santa Barbara, California 93102

Gessler Publishing Company
131 E. 23rd Street
New York, New York 10010

SECOND YEAR:

Listening and Speaking

LEARNING OBJECTIVES:

- The student will understand any dialogue or narrative read or spoken at normal classroom speed, using the vocabulary and grammatical structures covered during the year and will express orally, with a growing active vocabulary, ideas on familiar topics and situations.

- The student will maintain command of the expressions learned in the first year.

- The student will understand and express himself in situations involving the following:
  - Ordering a meal
  - Carrying on a telephone conversation
  - Arranging hotel accommodations
  - Summarizing material read
  - Answering questions on material read
  - Discussing extemporaneously current local and world events
  - Role playing
  - Delivering a short report on a topic of interest

SUGGESTED ACTIVITIES:

- Teacher presentation with gestures

- Group and individual repetition

- Individualized question and answer drills

- Students enact scenes among themselves, such as carrying on a telephone conversation, registering at a hotel, getting service at a restaurant, and asking for or giving directions to a specific place.

- Individual students prepare short reports on specific subjects and present these to the group, using notes as needed.

- Students direct questions to a speaker who has just presented a report to the class.

- Use of tapes, films, filmstrips, and records

EVALUATION PROCESS:

- Groups of two or more students present a scene before the class, and the teacher checks for pronunciation, intonation, and fluency.
- Individual students give oral reports before the class, and the teacher checks for organization of the topic, pronunciation, and method of delivery.

Grammar

LEARNING OBJECTIVES:

- The student will understand and express himself using the following grammatical structures:
  - Verbs:
    - Indicative mood--imperfect, future, conditional, and pluperfect of:
      - The three regular conjugations and the irregular verbs studied in the first year
      - The following new irregular verbs: savoir, connaître, croire, boire, falloir, rire, -uire verbs, -evoir verbs
      - Pronominal verbs
      - Orthographical changing verbs
    - Imperative mood of the verbs listed above as needed
  - Pronouns:
    - Disjunctive
    - Demonstrative
    - Possessive
    - Interrogative
    - Relative
    - Double object
    - Use of en and y
  - Adjectives:
    - Comparative and superlative forms
    - Interrogative
    - Ordinal numbers
  - Adverbs:
    - Formation
    - Position
    - Comparative and superlative forms
    - Interrogative
  - Negation:
    - Ne...personne, personne ne
    - Ne...rien, rien ne
    - Ne...ni...ni
  - Restriction:
    - Ne...que

Temporal expressions:

- Idiomatic present and imperfect with il y a (avait), depuis, ça fait (faisait)
- Use of depuis quand
- Use of il y a meaning ago
- Use of depuis meaning since

SUGGESTED ACTIVITIES:

- Teacher presentation using blackboard, overhead projector, pictures, and charts
- Oral and written structure drills
- Small group study using charts and study sheets
- Drill at the blackboard by part of the class while others write at their desks

EVALUATION PROCESS:

- The student supplies the correct answer to questions using the above verbs in the tenses indicated.
  Regardiez-vous la télévision?
  Oui, je la regardais.
- The student supplies the correct question corresponding to a statement using the above verbs.
  J'irais au cinéma.
  Que feriez-vous?
- The student supplies the correct forms of prononinal and orthographical changing verbs in answering questions.
  Vous lavez-vous les mains?
  Oui, je me lave les mains.

  Préférez -vous la musique moderne?
  Non, je ne préfère pas cette musique.
- Given a verb in the indicative mood, the student forms the corresponding command.
  Marie sait bien sa leçon.
  Marie, sachez bien votre leçon.
- The student substitutes pronouns for underlined nouns.
  Mon frère a donné de l'argent à l'homme.
  Il lui en a donné.

  Paul a son vélo et j'ai mon vélo.
  Paul a le sien et j'ai le mien.

  Il n'aime pas ce complet.
  Il n'aime pas celui-ci.

. The student connects two independent clauses by using the correct relative pronouns.

Mon père a acheté une auto. Elle était bon marché.
Mon père a acheté une auto qui était bon marché.

. The student changes a statement to a question by replacing an underlined expression with an interrogative pronoun.

Le tableau est tombé pendant l'orage.
Qu'est-ce qui est tombé pendant l'orage?

. The student changes from the positive form of the adjective to the comparative or superlative form.

Marie est jolie, mais sa soeur est (jolie).
Marie est jolie, mais sa soeur est plus jolie.

Marc est plus bronzé que Georges, mais Paul est (bronzé).
Marc est plus bronzé que Georges, mais Paul est le plus bronzé.

. The student changes a given statement to a question by replacing the underlined expression with an interrogative adjective.

On vend ces oranges à bas prix.
Quelles oranges vend-on à bas prix?

. The student expresses the ordinal number when appropriate.

C'est la ____ fois. (3)
C'est la troisième fois.

. The student, given an adjective, changes the adjective to its adverbial form and places it correctly in the sentence.

Cet homme comprend votre explication. (complet)
Cet homme comprend complètement votre explication.

. The student changes from the positive form of the adverb to the comparative or superlative form.

Alice chante bien, mais Annette chante _____. (bien)
Alice chante bien, mais Annette chante mieux.

. The student expresses a negation by using the antonym for the underlined expression or for the expression given in parentheses.

Tout le monde l'a vu.
Personne ne l'a vu.

Il a fait tout.
Il n'a rien fait.

. The student expresses time by using depuis (quand) or il y a and the correct tense of the verb.

Depuis quand _____ son discours? (have you been listening to)
Depuis quand écoutez-vous son discours?

Ils y sont arrivés _____. (two days ago)
Ils y sont arrivés il y a deux jours.

TEACHING STRATEGIES:

- Teacher presentation
- Peer group teaching
- Laboratory experience
- Group learning
- Independent study and individualized instruction

Reading

LEARNING OBJECTIVES:

- The student will:
  - Recognize in print newly learned vocabulary and grammatical structures.
  - Derive meaning from context.
  - Demonstrate comprehension of reading selections, using correct phrasing and intonation.
  - Demonstrate a pronunciation understandable to the native.

SUGGESTED ACTIVITIES:

- Paraphrase in English passages read in French.
- Give English meanings of newly learned grammatical structures and expressions as they appear in reading selections.
- Read several paragraphs silently and summarize, both in French and in English, what has been read.

EVALUATION PROCESS:

- Multiple choice tests in French on previously read material
- Multiple choice tests on unfamiliar reading selections, answer items being different from the expressions found in the reading matter but still familiar to the student:
  Annette n'est pas sortie hier parce qu'il pleuvait et elle avait un gros rhume.

Hier, Annette:
- . pleuvait
- . est revenue
- . était malade
- . a plu

. Tests in which students answer in English and French orally and/or in writing questions on assigned reading material

. Tests comprised of quoted lines from material read followed by questions having multiple choice answers and relating to the lines quoted

. As the student reads aloud, the teacher, by using a checklist, indicates the degree of correctness in the student's speed, pronunciation, and intonation.

Writing

LEARNING OBJECTIVES:

The student will be able to:
- . Write short compositions of 10 to 12 lines based on the subject of his readings.
- . Write original compositions of 10 to 15 sentences.
- . Write an informal letter.

SUGGESTED ACTIVITIES:

. The student writes a dictation drill of three or four sentences two to three times per week.

. Given groups of words, the student forms complete sentences.

. The student prepares independently a short composition that expresses the main ideas of a short topic he has read.

. Students divide into small groups to read each others' compositions and suggest corrections.

. With the class divided into two groups, the members of group one are assigned to write informal letters to members of group two; when the members of group two have received the letters, they write responses.

. Students write letters to foreign pen-pals.

EVALUATION PROCESS:

. Dictation tests on familiar material

. Dictation tests on recombined material

- Tests requiring complete written answers to questions on a familiar narrative

- Tests requiring students to write a composition in class on a subject previously discussed or read

Culture

LEARNING OBJECTIVES:

The student will be able to do the following:

- Identify and locate on a map France's overseas departments and answer simple questions about their climate, crops, and inhabitants.
- Know how a typical family spends its leisure time on weekdays, weekends, holidays, and vacations.
- Name the most popular French sports.
- Compare the nature of French radio and television programs with that of programs in the United States.
- Name the most important agricultural and manufactured products in France.
- Recognize and identify the most famous châteaux of the Loire valley.

SUGGESTED ACTIVITIES:

- Using large maps and pictures, the teacher discusses the geography of France's overseas departments and the people, industry, and agriculture of the respective regions.

- Students are assigned outside reading in English on French family life to be discussed in class or presented as special reports.

- Students are assigned topics for outside research in English on modern French radio and television programs and industries.

- Using slides or filmstrips with accompanying tapes, the teacher shows and lectures about the famous châteaux of the Loire valley.

- Students are assigned reports on the history of various châteaux.

EVALUATION PROCESS:

- The student, given an outline map, indicates the overseas departments and lists the principal industries of each.

- The student writes in English on a specific aspect of French life that he has studied and which is of particular interest to him.

- The student names the chateaux which are shown on slides or filmstrips.

RESOURCE MATERIALS:

Basic Texts:

ALM: Level II. 2nd ed. New York: Harcourt, Brace and Jovanovich, 1970.

Cadoux, Remunda. Notre Monde. New York: The MacMillan Co., 1971.

Capelle, Janine and Guy Capelle. La France en Direct 2. Boston: Ginn and Co., 1970.

Lenard, Yvone. Fenêtres sur la France. New York: Harper and Row, 1970.

Rosselot, La Velle. Je Parle Français. Wilmette, Ill.: Encyclopaedia Brittanica.

Valdman, Albert, Simon Belasco, and Florence Steiner. Scènes et Séjours: Level II Glenview, Ill.: Scott Foresman and Co., 1972.

Voix et Images de France. Philadelphia: Chilton Book Co.

Supplementary:

Ça Va. Scholastic Magazines.

Toute la Bande. Scholastic Magazines.

Audio-Visuals:

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Gessler Publishing Company
131 E. 23rd Street
New York, New York 10010

Wible Language Institute
24 S. 8th Street
Allentown, Pennsylvania 18105

THIRD YEAR:

Listening and Speaking

LEARNING OBJECTIVES:

- The student will understand French spoken by a native on a variety of topics using everyday vocabulary and will speak with a pronunciation and intonation acceptable to a native, using all basic language structures learned.

- The student will maintain command of the expressions learned in the first and second years.

- The student will understand and express himself in the following situations:
  - Getting and giving directions for walking tours
  - Getting and giving directions for driving within and between cities
  - Getting the essence from a radio newscast and demonstrating comprehension by re-telling the essential ideas expressed
  - Discussing French films and documentaries
  - Summarizing or answering questions on short novels, magazine articles, and newspapers

SUGGESTED ACTIVITIES:

- Students select a specific area in a city and develop dialogues, to be presented before other class members, in which directions are asked and given and landmarks are pointed out and described.

- Scenes, containing conversation about problems encountered in traveling and involving simulated drivers, pedestrians, and gendarmes, are presented to the class.

- Students listen to tapes of foreign radio broadcasts and then discuss or summarize what they have heard.

- Students listen to American news broadcasts prior to class meeting and then report to the class in French the essential ideas expressed.

- Students view outside of class French films or television programs which they later use as the basis for classroom discussions.

- Students view and discuss in the classroom French films of a cultural nature.

- Students select, from French magazines and/or newspapers in the classroom, articles of interest to them which they summarize before the class.

- Students discuss, on an individual basis with the teacher or in small groups, the character development, plot, background, etc. of novels under study.

EVALUATION PROCESS:

- Students take oral tests on the giving and receiving of directions and on the identification of road signs.

- Students use a map to answer teacher-posed questions about how to reach a specific destination.

- Using a minimal number of notes, students retell plots of films, episodes of a novel, or essential ideas expressed in magazine or newspaper articles.

TEACHING STRATEGIES:

- Teacher presentation

- Laboratory experiences

Grammar

LEARNING OBJECTIVES:

- The student will understand and express himself using the following grammatical structures:
  Verbs:
  - Indicative mood--future perfect and conditional perfect of:
    - The three regular conjugations and the irregular verbs previously studied.
    - The following new irregular verbs: courir, s'asseoir, mourir, naître, vivre, -aindre verbs, -eindre verbs.
  - Imperative mood: 3rd person commands of the verbs listed above and of those verbs studied previously
  - Subjunctive mood--present and past tenses after:
    - Impersonal expressions: il faut
    - Expressions of emotion, wishing, and doubt: Craindre; Vouloir; Douter.

. Certain conjunctions:
Avant que; A moins que; Pour que.
. Negative and interrogative forms of:
Penser; Croire; Espérer.
. Recognize forms of the passé simple and passé antérieur and the time relationship expressed

Pronouns:
. Expansion on the use of disjunctives
. Ce, ceci, cela, ça
. Indefinites:
On, aucun
L'un, l'autre, etc.
Nous (vous) autres
Chacun
Soi
Tout, tous
Quelqu'un
Quelque chose

Indefinite adjectives:
Aucun; Chaque; Quelque

SUGGESTED ACTIVITIES:

. Teacher presentation using blackboard and overhead projector

. Oral and written structure drills

. Small group study and drill, using study sheets

. Games using verb drills

. Blackboard drills

EVALUATION PROCESS:

. The student changes the given verb tense to its corresponding compound tense.
Il fera de son mieux.
Il aura fait de son mieux.

Il ferait de son mieux.
Il aurait fait de son mieux.

. The student supplies the correct answer to questions using the above verbs in the tense indicated.
Vous plaindriez-vous?
Oui, je me plaindrais.

. The student supplies the correct question corresponding to a statement using a specific tense.
Je serais parti à huit heures.
Quand seriez-vous parti?

. Given a sentence with a third person subject, the student changes the construction to the 3rd person command.

Paul écrit une bonne explication.
Que Paul écrive une bonne explication!

. Given a sentence in the indicative mood, the student, from a given cue, changes it into the subjunctive mood.

Mes parents font des achats. (Il est possible)
Il est possible que mes parents fassent des achats.

Marie lui a envoyé un cadeau. (Je suis content)
Je suis content que Marie lui ait envoyé un cadeau.

Il finit son travail. (Il faut, demain)
Il faut qu'il finisse son travail demain.

Elle arrive sans Marie. (Je doute, hier)
Je doute qu'elle soit arrivée hier sans Marie.

. The student replaces an underlined noun or blank with the correct pronouns.

Il s'est battu contre <u>son frère</u>.
Il s'est battu contre lui.

____ sont mes meilleurs amis.
Ce sont mes meilleurs amis.

Vous parlez trop fort. Ne faites pas ____.
Ne faites pas cela.

. The student replaces the English expression with the correct French equivalent.

____ de ces vélos coûte cher. (Each)
Chacun de ces vélos coûte cher.

Reading

<u>LEARNING OBJECTIVES</u>:

The student will:

. Recognize in print newly learned vocabulary and grammatical structures.
. Derive meaning from context.
. Demonstrate understanding of reading selections by the use of correct phrasing and intonation.
. Read aloud, employing a pronunciation understandable to the native.

SUGGESTED ACTIVITIES:

- Students summarize in French and English two or three pages of previously assigned reading material.
- Students give English meanings of newly learned grammatical structures and expressions as they fit in the reading selection.
- Students report to the class the main ideas of articles from magazines, newspapers, etc. assigned as outside reading.
- Students check out various types of periodicals for leisure reading with no reports required, the emphasis being on reading for pleasure.
- Individuals answer orally direct oral questions about the main ideas expressed in a reading assignment.
- Students divide into groups at the beginning of the class period in order to go over reading assignments they have prepared and to clarify questions they might have.
- Students view films based on literature read.

EVALUATION PROCESS:

- Multiple choice tests in French on previously read material
- Multiple choice tests in French on unfamiliar reading selections with answer items not containing the same expressions found in the reading matter but still within the student's range of comprehension.
- Tests in which students answer in English and French, either orally or in writing, questions on reading assignments.
- Tests in which the teacher, using a checklist as the student reads aloud, indicates the individual's degree of correctness of speed, pronunciation, and intonation.
- Tests comprised of lines cited from material read, followed by questions having multiple choice answers and relating to the lines cited.

Writing

LEARNING OBJECTIVES:

The student will:

- Write short compositions of 12 to 20 lines based on the subject of his readings.

- Write original compositions of 15 to 20 sentences.
- Write an informal letter.

SUGGESTED ACTIVITIES:

- The student writes dictation drills of five or six sentences twice a week.
- The student prepares independently a short composition that expresses the main ideas of a selection he has read.
- The student writes a short composition based upon a recent experience that he has had.
- The student writes answers to dictated questions on material that he has read.
- Students prepare compositions outside of class and in class divide into groups to exchange compositions for reading and correction.
- Students submit compositions to the teacher who underlines errors and returns the papers; students then form groups to go over the compositions and help each other determine and make the necessary corrections while the teacher is available as a resource person.

EVALUATION PROCESS:

- The student writes dictation tests on unfamiliar material.
- The student is given a short topic to read and summarize in writing during the class period; the student turns in the summary at the end of the period.
- The student is given a choice of topics at the beginning of class on which to write a free composition during class, using textbooks and/or dictionaries for reference.
- The student writes, outside of class, a summary of a portion of a novel or play which he has read the previous week.

Culture

LEARNING OBJECTIVES:

The student will:

- Identify on a map such provinces as Bretagne, Normandie, Ile-de-France, Alsace, Lorraine, Provence, Touraine, Orléanais, Anjou, Auvergne, Bourgogne, Champagne, Savoie, Flandre, Artois, Picardie, Gascogne, and Languedoc.

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- Locate on a map Marseille, Le Havre, Bordeaux, Cherbourg, Calais, Nantes, Lyon, Lille, Strasbourg, Reims, Rouen, Nice, and Le Mont-Saint-Michel.

- Recognize the names of common foods and dishes that are found on menus.

- Recognize such historical characters as Guillaume le Conquérant, Jeanne d'Arc, Le cardinal Richelieu, Louis XIV, Louis XV, Louis XVI, and Napoléon.

- Recognize one or two musical compositions by Bizet, Saint-Saëns, Debussy, and Ravel.

- Recognize two or three paintings by Millet, Monet, Renoir, Degas, Seurat, Cézanne, Gaugin, Toulouse-Lautrec, and Utrillo.

- Recognize the cathedrals of Notre Dame de Paris, Reims, Strasbourg, Chartres.

SUGGESTED ACTIVITIES:

- Using a large map and pictures, the teacher discusses the cities and provinces listed in the learning objectives.

- Students study the names of common food and dishes and then design their own menus with original covers.

- Students are assigned a specific historical character on which they make reports in English to the class.

- The teacher lectures in French on historical characters or events.

- The students view slides, filmstrips, or pictures of the works of those artists listed in the learning objectives.

- The students listen to tapes or records of the music of those composers listed in the learning objectives.

- Teachers from the departments of history, art, and music lecture in English on specific famous people, places, or events.

EVALUATION PROCESS:

- Given an outline map, the student indicates the provinces and cities listed in the learning objectives.

- The student takes English-French and French-English vocabulary quizzes on the names of foods and dishes.

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- Students take multiple choice tests on the lives of historical characters listed above.
- After observing slides or pictures of paintings and cathedrals, the students identify the respective artist or the name and location of the cathedral.
- After listening to excerpts from musical compositions, the students identify their respective composers.

RESOURCE MATERIALS:

Basic Texts:

ALM: Level III. 2nd ed. New York: Harcourt, Brace and Jovanovich, 1971, 1970.

Capelle, Janine and Guy Capelle. La France en Direct 3. Boston: Ginn and Co., 1970.

French Three Years. Amsco School Publication, 1963.

Lenard, Yvone. Fenêtres sur la France. New York: Harper and Row, 1970.

O'Brien, Kathryn L., Georges I. Brachfeld, and Marise Collignon Thompson. French 3. Boston: Ginn and Co., 1967.

Politzer, Robert, et. al. La France: Une Tapisserie: Level III. New York: McGraw-Hill Book Co., 1965.

Rosselot, La Velle. Je Parle Français. Wilmette, Ill.: Encyclopaedia Brittanica, 1961 and 1962.

Valdman, Albert, Simon Belasco, and Florence Steiner. Scènes et Séjours: Level II. Glenview, Ill.: Scott, Foresman and Co., 1972.

Voix et Images de France. Philadelphia: Chilton Book Company.

Supplementary:

Culture and Civilization:

Ambrosi. Croquis Parisiens. New York: Holt, Rinehart and Winston, Inc.

Brodin and Ernst. La France et les Français. New York: Holt, Rinehart and Winston, Inc., 1961.

Cadoux. Voici la France. Oxford Book Co.

Pimsleur. C'est la Vie: Lectures d'Aujourd'hui. New York: Harcourt, Brace and Jovanovich.

Grammar:

French in Review: Book 3. Cambridge Book Co., Inc.

Literary Selections:

Camus. L'Etranger. Hachette- French Book Guild.

Etapes Littéraires: Vol. I. American Book Co.

Prévert. Paroles. French Book Guild.

St. Exupéry. Le Petit Prince. Houghton Mifflin Co.

Sartre. Huis Clos. French and European Publications, Inc.

Sartre. Les Jeux Sont Faits. Appleton-Century-Crofts, Inc.

Sartre. Les Mouches. French and European Publications, Inc.

Newspapers and Magazines:

Chez Nous. Scholastic Magazines.

L'Express. Ebsco Subscription Service.

Le Monde. Ebsco Subscription Service.

Le Nouvel Observateur. Ebsco Subscription Service.

Paris Match. Ebsco Subscription Service.

Réalités. Ebsco Subscription Service.

Salut les Copains. Ebsco Subscription Service.

Toute la Bande. Scholastic Magazines.

Tests:

How to Prepare for College Board Achievement Tests: French. Barron's Educational Series, Inc.

MLA Cooperative Foreign Language Tests. Educational Testing Service.

Pimsleur Language Proficiency Tests. Harcourt, Brace and Jovanovich.

Audio-Visuals:

Budeck Films and Slides
P.O. Box 307
Santa Barbara, California 93102

Gessler Publishing Co.
131 E. 23rd Street
New York, New York 10010

Goldsmith's Music Shop, Inc.
A/V and Language Department
301 East Shore Road
Great Neck, New York 11023

Lorraine Music Company
Long Island City, New York

National Textbook Company
8259 Niles Center Road
Skokie, Illinois

Wible Language Institute
24 S. 8th Street
Allentown, Pennsylvania 18105

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FOURTH YEAR:

Listening and Speaking

LEARNING OBJECTIVES:

The student will maintain command of the expressions learned in first, second, and third years and, in addition, will understand and express himself in the following situations:

- In-depth discussion of novels and plays.
- Discussion of authors and literary styles.
- Discussion of current events.
- Communication throughout the entire class period.

SUGGESTED ACTIVITIES:

- Classroom discussion among students and between student and teacher on literature assigned.
- Discussion and comparison of literary styles and meanings, with allowance given for personal opinions and for references to the works of other literatures.
- Listening to recordings of literary works.
- Attendance at plays and movies and subsequent class discussion of what has been observed.
- Listening to short wave radio broadcasts.
- Discussion by members of the group of experiences, plans or projects.

EVALUATION PROCESS:

- The student gives oral answers to questions given orally about literature read and programs heard or attended.
- The student plans and leads discussion by preparing questions and offering ideas relative to the work of literature being studied.
- The student enacts scenes memorized from plays studied.
- The student reports orally on programs, films, and plays.

Grammar

LEARNING OBJECTIVES:

The student will be able to do the following:

- Form the passé simple and passé antérieur of:
  - All regular verbs.
  - The following irregular verbs: avoir, être, croire, devoir, lire.
- Recognize the imperfect and pluperfect subjunctive forms and comprehend their formal usage:
  - Time expressed by usage as subjunctive.
  - Literary usage of pluperfect subjunctive form as second form of either the pluperfect or past conditional indicative tense.

SUGGESTED ACTIVITIES:

- Teacher presentation using blackboard and overhead projector
- Written structure drills
- Small group study and drill, using study sheets
- Blackboard drill

EVALUATION PROCESS:

- The student changes verbs in a paragraph to the appropriate forms of the passé simple, passé antérieur, and the imperfect.

  Dès qu'il avait fini ses devoirs, il a écrit une lettre à son ami qui rendait visite à son oncle en Angleterre.

  Dès qu'il eut fini ses devoirs, il écrivit une lettre à son ami qui rendait visite à son oncle en Angleterre.

- The student, orally or in writing, changes verbs in sentences or in a paragraph from the imperfect and pluperfect subjunctive to the present and past subjunctive forms.
- The student expresses orally in English the time expressed in sentences containing the imperfect and pluperfect subjunctives.

Reading

LEARNING OBJECTIVES:

- The student will read and comprehend novels, plays, newspapers, and magazines containing active and passive vocabulary and grammatical concepts presented during his four years of instruction.

- The student will:
  - Recognize in print newly learned vocabulary and grammatical structures.
  - Derive meaning from context.
  - Demonstrate the understanding of reading selections by the use of correct phrasing and intonation.
  - Read with a pronunciation totally understandable to the native.

SUGGESTED ACTIVITIES:

- The student summarizes in French reading selections of two or three pages.
- The student gives English meanings of newly learned expressions and grammatical structures as they fit in the reading selections.
- The student is assigned outside reading in magazines, newspapers, etc., and reports to the class on what he has read.
- The student does leisure reading with no requirement of reports.
- The student answers oral questions over reading material that has been prepared, such discussion to involve not only plot but also characterizations, motivation, author's style.
- The student listens to tapes or records presenting excerpts of works being read.
- The student views films based on literary works that have been read.

EVALUATION PROCESS:

- The student takes multiple choice tests in French on previously read material.
- The student takes multiple choice tests in French on unfamiliar reading selections.
- The student answers in English or French questions on reading assignments.
- The teacher, using a checklist as the student reads aloud, indicates the individual's degree of correctness of speed, pronunciation, and intonation.
- The student takes a test comprised of lines cited from material read, followed by questions having either multiple choice or short written answers and relating to the lines.

Writing

LEARNING OBJECTIVES:

- The student will write with a minimal number of errors, in good paragraph form, sentences of progressively greater complexity, using the vocabulary and grammatical structures learned during the first three years and the vocabulary being assimilated during the fourth year.

- The student will:
  - Write compositions of 30 to 50 lines based on the subject of his readings.
  - Write original compositions of 30 to 50 sentences.
  - Write compositions of 30 to 50 sentences, the topic and main ideas of which have been given to him in English.

SUGGESTED ACTIVITIES:

- Independent preparation of a composition concerning some aspect of material that has been read and studied for a week: character development, reaction, and interaction.

- Autobiographical compositions based upon an important episode or event in the student's life.

- Students divide into groups in class to exchange compositions for reading and correction, after which certain compositions may be read aloud to the entire class.

- Translation of short newspaper articles from English into French.

EVALUATION PROCESS:

- The student is given a choice of topics previously discussed in class on which to write a composition. This may be done with or without a dictionary.

- The student submits written summarizations of articles he has read outside of class.

- The student is given 20 to 25 sentences all relating to one another and all in the present tense; these sentences are to be combined into one or two good paragraphs which contain logical tense sequence.

- The student submits an original composition based upon personal ideas or experiences.

Culture

LEARNING OBJECTIVES:

The student will be able to do the following:

- Identify on a map Avignon, Nîmes, Arles, Lourdes, Biarritz, Grenoble, and Carcassonne.
- Recognize such historical characters as Vercingetorix, Clovis, Charles Martel, Charlemagne, Louis IX, François I, Henri IV, and the Marquis de La Fayette.
- Recognize the role of the following: Jacques Cartier, Samuel de Champlain, Le père Jacques Marquette, LaSalle.
- Recognize two or three paintings by Watteau, Delacroix, Courbet, Corot, Manet, Matisse, Braque.
- Recognize the contributions of the following: Descartes, Pascal, Lavoisier, Pasteur, the Curies, Daguerre, and Braille.
- Be knowledgeable of current events involving the French government, French participation in world affairs, and important aspects of the social and economic life of France.
- Recognize excerpts from one or two works by Franck, Gounod, Massenet, Delibes, and Offenbach.

SUGGESTED ACTIVITIES:

- Using a large map and pictures, the teacher discusses the cities listed in the learning objectives.
- The student selects a specific famous person or historical character about whom he may make a report to the class.
- The student views slides, filmstrips, or pictures of the works of artists listed in the learning objectives.
- The student listens to tapes or records of the music of the composers listed in the learning objectives.
- The teacher lectures in French on those historical characters, artists, scientists, and musicians listed in the learning objectives.
- Teachers from the departments of history, art, and music lecture in English on specific famous people, places, or events.

EVALUATION PROCESS:

- Given an outline map, the student indicates the cities listed in the learning objectives.
- The student takes tests composed of a list of individuals famous in history, exploration, and science to be matched with a list of their respective contributions.

- After observing slides or pictures of paintings, the student identifies the respective artists.
- After listening to excerpts of musical compositions, the student identifies the respective composers.
- The student takes short quizzes on current events discussed the previous day.

RESOURCE MATERIALS:

Basic Texts:

Advanced French. Boston: Ginn and Co., 1963.

ALM: LEVEL IV. New York: Harcourt, Brace and Jovanovich, 1971.

Capelle, Janine and Guy Capelle. La France en Direct 3. Boston: Ginn and Co., 1970.

French Three Years. Amsco School Publication, 1963.

Politzer, Robert et. al. La France: Une tapisserie: Level III. New York: McGraw-Hill Book Co., 196[illegible].

Supplementary:

Conversation:

L'Art de la Conversation. New York: Harper and Row.

Culture and Civilization:

Bauer. Panorama de la France Moderne. New York: Holt, Rinehart and Winston, Inc., 1963.

Bottke and Joyaux. Aspects de la France. 2e Edition. Charles Scribner's Sons, 1968.

Michaud. Guide France. Librairie Hachette, 196[illegible].

La France Actuelle. Revised Edition. Houghton Mifflin Co., 1971.

Grammar:

French in Review: Book 3. Cambridge Book Co., Inc.

Voix et Langage. American Book Co.

Literary Selections:

Anouilh. Antigone. Didier, 1964.

Camus. La Chute. Prentice-Hall Inc., 1965.

Corneille. Le Cid. D.C. Heath, 1965.

Daninos. Les Carnets de Major Thompson. Holt, Rinehart and Winston, 1959.

Etapes Littéraires: Vol. II. American Book Co.

Gide. La Symphonie Pastorale. Hachette-French Book Guild

Girodoux. La Guerre de Troie n'Aura pas Lieu. Livre de Poche Université

Ionesco. Rhinocéros. Livre de Poche, 1959.

Molière. Oeuvres Complètes. Oxford University Press

Racine. Andromaque. Prentice-Hall, Inc., 1970.

Voltaire. Candide. Henry Holt and Co., 1958.

Newspapers and Magazines:

La France - Loisirs. Scholastic Magazines.

L'Express. Ebsco Subscription Service.

Le Monde. Ebsco Subscription Service.

Le Nouvel Observateur. Ebsco Subscription Service.

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Budeck Films and Slides
P.O. Box 307
Santa Barbara, California 93102

Educational Audio Visual, Inc.
29 Marble Ave.
Pleasantville, New York 10570

Educational Record Sales
157 Chalmers Street
New York, New York 10007

E.M.C. Corporation
St. Paul, Minnesota

Gessler Publishing Co.
131 E. 23rd Street
New York, New York 10010

Goldsmith's Music Shop, Inc.
A/V and Language Department
301 East Shore Road
Great Neck, New York 11025

Lorraine Music Company
Long Island City, New York

Multi-Media Teaching Aids, Inc.
47-57 41st Street
P.O. Box 4247
Long Island City, New York 11104

National Textbook Co.
8259 Niles Center Road
Skokie, Illinois 60076

Wible Language Institute
24 S. 8th Street
Allentown, Pennsylvania 18105

FIFTH YEAR:

Listening and Speaking

LEARNING OBJECTIVES:

The student will understand French spoken by a native on a variety of topics using everyday vocabulary and will speak with a pronunciation and intonation acceptable to a native, using all basic language structures.

Grammar

LEARNING OBJECTIVES:

The student will control all of the grammatical concepts necessary to accomplish the listening, speaking, reading, and writing objectives of the five years of study.

Reading

LEARNING OBJECTIVES:

The student will read and comprehend novels, plays, newspapers, magazines, and other periodicals containing active and passive vocabulary and all grammatical concepts of the French language.

Writing

LEARNING OBJECTIVES:

The student will write good paragraphs containing sentences of a complex nature, using the vocabulary and grammatical structures learned during the four years of study plus the vocabulary being assimilated during the fifth year.

Culture

LEARNING OBJECTIVES:

The student will express his knowledge of French culture and civilization in the categories named below. These areas are continuing and should be developed throughout the entire program of the preceding years.

Culture:
- Language and culture
- French attitudes toward culture
- American attitudes toward the French
- French attitudes toward the Americans
- French attitudes toward themselves
- Removal of stereotypes and unbiased evaluation of the French

Geography and Demography:
- Population distribution
- Social strata
- Topography of France
- Regions

Values:

Liberty
- Principles of the French Revolution (1789)
- World War I and World War II
- The Fifth Republic
- The liberty cult in French art

Honor Exemplified by the 17th Century
- The Establishment of the absolute monarchy and the reign of Louis XIV
- The Development of French Classicism

Reason Exemplified by the 18th Century
- The Coming of the Age of Enlightenment
- Philosophers and the critical mind
- Music of the 18th Century

Religion
- Present day religious life in France
- Contemporary religious art
- Great religious eras and art of the past

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Work
- The working class
- The trade-union movement
- French agriculture

Family
- Traditional attitudes
- Crisis between generations
- French cooking

Youth
- Traditional attitudes toward the young
- Present day life of youth in France
- Present day popular music

- Education
- Sports and leisure time activities

Industry and Technology:
- French economy
- Comparison of technological roles of France and America in the world
- Modern French architecture

Politics:
- Political institutions
- Political parties and political life in France
- Foreign policy: Franco-American rapport

Communication:
- The French press
- French radio and television
- Postal, telephone and telegraph service
- Movies and French film festivals
- Commercial travel and public transportation

Contemporary Fine Arts:
- Plastic arts
  - 20th Century French painting
  - Sculpture, weaving, trade crafts
- Contemporary music
- The art of the dance
- Present day Parisian fashion market: Haute couture

SUGGESTED ACTIVITIES:

- Individual oral reports on the suggested categories.
- Showing of films, slides, and filmstrips.
- Use of tapes for studying music and listening to professional discussions on cultural topics.
- Panel discussions on the suggested categories.
- Teacher presentation.
- Use of resource persons from the area who are knowledgeable about the various topics listed.
- Exhibits of scientific and technical contributions.
- Exhibits of materials related to the arts.

EVALUATION PROCESS:

- Oral testing on material previously read, with the teacher checking for correctness of response as well as the manner of expression in the language.
- Individual compositions prepared outside of class on material read.
- Multiple choice tests on specific data based on readings in culture and civilization.
- Short answer quizzes after film presentations.
- Tests in which the student selects one topic from two or three choices based on material studied and writes a composition in class on that topic.

RESOURCE MATERIALS:

Suggested Texts:

- Advanced Students

Beaujour and Ehrmann. La France Contemporaine. New York: The MacMillan Co., 1966.

Christin and Lefebvre. Comprendre la France. New York: Charles Scribner's Sons, 1970.

Decaudin. Panorama du XX^{e} Siècle français. Paris: Editions Seghers, 1969.

Trotignon. La France au XX^{e} Siècle. Paris: Bordas-Mouton, 1968.

- Above-average Students

Bauer. La France Actuelle. Boston: Houghton-Mifflin Co., 1971.

Bauer. Panorama de la France Moderne. New York: Holt, Rinehart and Winston, 1968.

Carlut and Brée. France de nos Jours. New York: The MacMillan Co., 1970.

Girod and Grand-Clément. Comment Vivent les Français. Paris: Hachette, 1969.

Hardré. La France et sa Civilisation. New York: Dodd, Meade and Co., 1969.

Michaud. Guide France. Paris: Classiques Hachette, 1970.

Paoletti. Civilisation française Contemporaine. Paris: Hatier, 1969.

Politzer et. al. La France: Une Tapisserie. New York: McGraw-Hill, 1965.

Wylie and Bégué. Deux Villages. Boston: Houghton-Mifflin, Co., 1968.

Wylie and Bégué. Les Française. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

. Average Students

Coulanges and Daniel. Un Coup d'Oeil sur la France. Skokie, Ill.: National Textbook Co., 1964.

Denoeu. Image de la France. Boston: D.C. Heath and Co., 1963.

Lowe. Visages de France. New York: Odyssey Press, 1964.

Pimsleur. C'est la Vie: Lectures d'Aujourd'hui. New York: Harcourt, Brace, and Jovanovich.

Course Guide:

Foreign Language Innovative Curricula Studies (FLICS); Title III, ESEA Project: Humanities in French Center for Research on Language and Language Behavior. University of Michigan, Ann Arbor, Michigan. (Also available from the Document Publishing Services of ACTFL)

FRENCH
Community Colleges

LEARNING OBJECTIVES:

Identifying learning objectives for the two-year college foreign language program is complex because of the variety of preparations represented in the student body and the variety of goals and objectives in the courses offered.

Let us try at the outset to identify the different kinds of courses for which we need to define objectives:

- The university-parallel credit courses, particularly on the elementary and intermediate levels.
- The courses supportive to career programs, such as the preparation of bilingual secretaries, policemen or social-service workers.
- The special-interest, often non-credit or credit-equivalency, courses, developed to meet the needs and desires of individuals and groups in the college's district or community.
- The directed independent study courses serving those few students of unusually advanced preparation who cannot, for personal or practical reasons, be suitably served in the above types of courses.

Some general objectives can be identified for these courses:

- Pronunciation acceptable to the native speaker.
- Control of the general structures of the language sufficient to make statements, ask questions, and give and follow directions.
- Comprehension of the spoken language sufficient to carry out tasks assigned and to receive information expressed in it.

Specific objectives for each course:

- University-parallel courses: Given the limited background of two-year college students and the pressures on their time occasioned by commuting and/or work schedules, programs and materials designed for residential university students generally prove unworkable and frustrating and result in low enrollments and high attrition rates. Rather than use these as guidelines, two year college instructors should seek to design their own terminal objectives; for French we recommend:

  First Year (3 quarters or 2 semesters)

  - Acceptable pronunciation.

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- Control of the present tense of regular and common irregular verbs; personal pronouns and y and en; the passé composé, imperfect, and future tenses of regular and common irregular verbs.

- Passive vocabulary of 3,000 words; active vocabulary of 2,000 words.

- Mastery of 150 basic French idioms.

- Ability to ask and answer questions within the framework of the structures and vocabulary indicated above.

- Ability to read French within the same framework.

- Ability to write French prose on directed topics within the same framework.

- Recognition of the basic geographical features of metropolitan France.

- Acquaintance with representative folksongs, Christmas carols, and popular music.

- Familiarity with cultural and historical aspects of travel in France, including handling money, menu-reading, modes of transportation, and leisure-time activities.

The student may be placed at the second level if he demonstrates the above competencies through a personal interview and/or a placement examination, regardless of the number of credits in French he presents for admission.

Second Year

- Passive control of the passé simple; active control of the subjunctive and conditional.

- Passive vocabulary of 7,000 words; active vocabulary of 3,500 words.

- Ability to recount the plot of a short story or one-act play extemporaneously in oral or written French.

- Ability to write and present orally a 300-word (one page) composition or dialogue within the framework of the active structures and vocabulary indicated above.

- Ability to identify the geographical features (physical, general political, and cultural) of the principal francophone areas.

- Acquaintance with important periods and representative works of art, music, architecture and literature.

- Acquaintance with contemporary France through magazines, newspapers, films, television, and available cultural events.

Courses Supportive to Career Programs: Given the variety of career programs which might include a foreign language component, it seems clear that performance objectives must be identified jointly by the foreign language staff and the career program staff. Obviously, the secretarial science staff will expect their students to know the conventional forms of address and of complimentary close of formal and informal correspondence; the police science staff may or may not require these; the food service staff almost certainly would not.

A performance objective for foreign language staffs working with career programs is the establishment of good liaison and working relationships with the career staffs and their advisory committees.

Basic Language Objectives:

- Acceptable pronunciation.

- Control of the present tense of regular and common irregular verbs; personal pronouns and y and en; the passé composé, imperfect, and future tenses.

- Passive vocabulary of 3,000 words; active vocabulary of 2,000 words.

- Mastery of 150 basic French idioms.

- Ability to ask and answer questions within the framework of the structures and vocabulary indicated above.

- Ability to read French within the same framework.

- Active and passive vocabulary of appropriate terms, idioms and conventional phrases of the career field; these may include slang, technical jargon, or specialized uses of general words.

- Ability to use appropriate source books and materials (specialized dictionaries, parts lists, manuals, etc.).

- Such other skills as may be identified by the career staff for the particular job to which the student aspires (to take French dictation at 80 wpm, to handle an automotive parts order on the telephone in French, etc.).

- Special-interest Courses: Given the variety of interests which community groups may have (travel in France, cuisine, preservation and improvement of the knowledge of the home-country language, literature and culture of an ethnic group, etc.), it seems clear that performance objectives must be identified jointly by the foreign language staff.

  Again, pronunciation and basic structures must be included, but objectives for vocabulary, reading/speaking/writing knowledge, etc. must be identified ad hoc.

  Students need to define their own goals, and a profitable session or two can be spent in getting answers to questions such as:

  - (To the traveler) Do you want to read just menus and road signs, or guidebooks and current magazines as well?

  - (To the cook) Do you need to be able to explain the steps in boning a chicken or making sauce béarnaise to others, or merely to be able to follow them yourself?

  - (To the French-American group) Do you want to read classical French (like Racine), contemporary French (like Camus), or France-Soir? Do you want to help your children get acquainted with your family's ancestral area? Do you want to perfect your own conversational ability?

  When the answers to such questions are known, the group's objectives can be defined and, if need be, subsequently refined.

- Directed Independent Study:

  The availability of directed independent study is vital to the student of unusual preparation who places above the second year level as defined above.

  Here again, students, in consultation with the instructor, need to define their own goals in terms of their personal background and career and/or personal ambitions. Some appropriate questions to ask are:

  - Do you expect to continue studying French after leaving this college? Do you plan to major or minor in French? At which university? Do you plan to teach French?

- What specific titles have you read in French? In school editions or original published form? In school or independently?

- Have you lived or traveled in a French-speaking area? Which one? For how long? How long ago? If not, do you plan to? Where? When?

- Do you have French-speaking relatives or friends? If so, do you usually speak French in their company?

- Do you want to perfect your spoken and/or written French?

The student and the instructor jointly should define both long-range and short-range learning objectives for the term or year and should review and revise these periodically.

SUGGESTED ACTIVITIES:

- Teaching Linguistic and Reading Skills

Community college students frequently undertake foreign language study for the first time and are not familiar with the names of tenses and moods, the distinction between kinds of objects, or even in some cases the names of the parts of speech. Lengthy technical explanations of these delay work on the language itself. On the other hand, drills can bog down rapidly into purely mechanical routine and lose student interest. Very frequent change of pace and material is, therefore, essential.

A typical class meeting in the two-year college French course in the first year might well include:

- Warm-up question and answer period in French on material previously covered.

- Quick reference to textbook presentation of new forms, sentence patterns, etc., and brief drill on them.

- A cultural presentation by students and/or instructor (see Teaching Culture, below) and brief discussion of it in French; tapes, transparencies, slides, pictures are very valuable here, as are guest native-speakers.

- Guided, but not strictly memorized, dialogue on textbook topics, using both review forms and the new forms introduced earlier in the class.

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- Assignment of work for the next class and, if time permits, a brief opportunity to begin work individually or in small groups under the teacher's direction.

In the second year, a typical class might follow the same pattern, with the second and fourth steps concentrating on reading on some days and on new grammatical material or review of grammatical forms on others.

At both levels, the use of French should be maximal and direct translation (either English-French or French-English) held to an absolute minimum. Student participation should also be maximal and teachers' explanations minimal.

In career-supportive and special-interest courses in which instructor-prepared handouts may often substitute for a textbook, the same general format is desirable, i.e. maximum participation by students, maximum use of French, and minimal intrusion of English.

In these courses there is likely to be relatively little writing, and students are likely to have little time for outside-of-class work; therefore, it is even more important than in the university-parallel courses to make the class a "French island" in the students' English-filled day.

Emphasis should be placed on practical communication rather than absolute grammatical accuracy, and forms and usages should be corrected only when they interfere with understanding.

In directed independent study courses, rapid review of grammar may be desirable, particularly if the student has been away from the language for more than a few months. Increasingly sophisticated structures should be commented on briefly as they occur in reading assignments.

Principal emphasis should be on reading, speaking and writing skills, particularly for the prospective French major or minor.

Appropriate consideration of bibliography (histories of literature, important works of criticism, etc.) should be made, and, in most cases, a term paper or project, to be done in French, should be required.

- Teaching Culture

Inclusion of cultural materials in the community college foreign language program is of the highest priority. In many colleges, the students have not strayed far from home, and, in contrast to university students, have little real faith in the proposition that foreign travel is now a realistic possibility for everyone, including themselves.

In some colleges, students have never met anyone who is a native of another culture--even of an American subculture different from their own. And frequently, students' curiosity about other cultures has not been whetted in their earlier school experience.

Within the college community, there often are members of ethnic groups, residents who were born outside the United States, and people who have traveled widely or who confidently expect to travel. Bringing such people into the foreign language classroom or visiting them in their home is the best possible way to make language study seem more "real" to the two-year college student. For the French class, the Québecois, the Haitien, or the Louisiana Acadien may be even more interesting than the Parisien--and sometimes easier to find.

In addition to people, there are the innumerable resources of films, slides, records, short-wave radio, and tapes. Most community colleges have good audio-visual equipment and need only the judicious selection and purchase or rental of software to open "windows on the world".

Sources in Illinois are extremely rich: the University of Illinois film service has one of the most extensive collections in the country. The Library Systems members have large and interchangeable holdings and a number of specialized libraries have materials available for loan.

As a minimum, each community college teaching French should have or plan to acquire:

- Wall maps (physical and political, and historical, if possible) of francophone areas.
- Subscriptions to at least one French newspaper and a magazine like Paris-Match.
- A short-wave radio capable of picking up the ORTF and recording equipment which can be jacked into it.
- Records and tapes of performances by famous troupes or individuals such as the Comédie Française, Edith Piaf, and Charles Trenet.
- Records and tapes of popular folksongs, including some Christmas carols, and of serious French music.
- Pictures, large enough for use on bulletin boards and preferably with people in them, showing Parisian street scenes, the Midi, Mont St.-Michel, the French Alps.
- A small collection of money from francophone areas.

- Copies of the personal slides of any staff member who has traveled in France or other French-speaking areas and/or a few sets of commercially-produced slides; also filmstrips, filmstrip-cassette sets, and transparencies for use with the overhead projector, and good equipment for showing them.

- A good collection of catalogues of films and suitable equipment for sound as well as silent projection.

- A few good French cookbooks and some recent fashion magazines.

- A few French games such as Monopoly or Scrabble.

- A collection of miscellaneous realia, such as calling cards, invitations, menus, theater programs, ticket stubs, package labels.

A few suggestions for ways in which culture can be integrated into classroom activities are:

- Dub some music into the drill tapes for the Language Lab.

- Give the students a day off from class to explore the French resources, particularly of periodicals, in the library. This should be done under teacher supervision.

- Set up a French table in the cafeteria or at the home of the instructor.

- Take note, in class, of holidays and festive seasons and have students give presentations of appropriate music, dances, and costumes.

- Record news broadcasts, especially of an event of international interest, for playback and discussion in class.

- Record the French-language broadcast of a baseball game from Montreal or a hockey game involving the Chicago Black Hawks and have students read the French writeups of these in Canadian newspapers.

- Surprise a morning class with croissants and café au lait, an afternoon class with a baba, or an evening class with petits fours, and talk about how they are made and eaten.

- Use official currency to illustrate dialogues on acheter and vendre, to teach numbers in a realistic setting, and to illustrate price and exchange levels.

- Play an occasional card game in French and/or invest in a set of Monopolie or French Scrabble.

- Talk about the illustrations in the textbook and discuss the posters on display in the classroom.

Finally, use ingenuity, experience and knowledge of the culture in illustrating gestures, for example, how to call a waiter, the French shopkeeper's handshake, the detached air of the gendarme on the corner until he is asked a question.

- Individualizing Instruction

The principal needs for individualization in the two-year colleges are in the areas of pacing and of personal interests.

- Take time at the beginning of the term to find out all you can about each student as an individual; use a questionnaire and/or a personal interview for this purpose. A model questionnaire is included in the Appendix.

- Have the quicker and better-prepared students assume leadership roles in the class. One student might prepare and deliver a special report, collecting realia and pictures to illustrate it. Another might work with a small group on drills. A third might perform a song or dance or write and direct a skit. Yet another function as a peer-tutor by helping other students in the language lab at stated hours.

- Have a student who is interested in dramatics learn and recite a short poem or scene. Encourage one who is interested in cars to find out about the checkered history of the LeMans race and one who is active in sports to study and report on Alpine ski-runs or the history and rules of lacrosse or soccer.

- Schedule an occasional class day or time within the regular class for working with students one at a time, either in the classroom or in the office.

- Use self-pacing materials and reward students for finishing them early; offer an excuse from a class period, extra credit, or some other incentive.

- Use a contract or point system approach to grading so that the student can pace himself according to his own ambitions. A sample point system summary is included in the Appendix.

EVALUATION PROCESS:

Tests at all levels and in all courses should be constructed principally in French. They should test listening, reading and writing skills, and should include a speaking component, either in the form of in-class performance or of taping in the language lab. They should also test cultural material which has been studied.

Frequent short quizzes (e.g. at the conclusion of each unit) are preferable to widely-spaced, lengthy examinations. A final quarter or semester exam is appropriate and should sample the work of the entire course as a check on retention.

It is the opinion of the committee that standardized tests are generally not popular with community college students, even for purposes of placement. Students resent being "over-tested" and dislike the tendency of standardized test-makers to include material which almost no one can be expected to handle. The use of instructor-prepared tests rather than standardized measures for purposes of evaluation, and personal interviews rather than tests for placement are recommended.

Some sample tests and a final examination are included in the Appendix.

TEACHING STRATEGIES:

Teaching techniques in the two-year college must be appealing, flexible, and varied. Peer teaching and small-group work are highly effective. These techniques are generally used widely in community colleges, and students are accustomed to them and respond well.

Presentation of student reports and projects on cultural materials, students rehearsing other students on dialogues and exercises, and students helping each other in the language lab are among the many ways in which these approaches can be profitably used.

RESOURCE MATERIALS:

Because of the complexity of two-year college programs, the committee is hesitant to recommend specific materials by title. Suggestions of appropriate types of non-textbook materials are found under the section on Teaching Culture.

In university-parallel first year courses, a textbook-and-tape package is appropriate. Instructors should choose one package to meet the needs and interests of their students. Consideration should be given to such factors as:

- Are the book's units of suitable length to be covered in a day or a week?
- Is the book's overall length suitable to the school calendar, number of class meetings per week, and reasonably expected study and language laboratory time? If the book is very long, can it suitably be continued into the second year?
- Are the tapes of good fidelity and divided into segments of appropriate length?
- Does the book-tape package provide sufficient variety in types of exercises to avoid boredom?

- Does the book-tape package provide material which can be used in guided dialogues, simple free conversation, and cultural presentations?

- Is the book's price reasonable for the students, and is the tape price within the range of the college's budget?

In second year university-parallel courses, either the first year grammar may be continued or a concise review grammar may be used, with tapes, if available.

Readers, short stories, one-act plays and short poems are appealing to students at this level; longer works such as novels and full-length plays may be used as students are ready for them. If available, tapes should be used with the texts. In general, carefully selected contemporary literature is preferable in both subject matter and language to older literatures.

In career-supportive and special-interest courses, generally available textbooks will almost certainly have to be supplemented, and often replaced entirely, by teacher-produced hand-outs. These should be short (one page per class session, if at all possible) and limited in scope. A few examples are included in the Appendix.

In directed independent study courses, selection of materials will depend completely on the student's personal background and objectives. A goal should be to use at least one original publication (i.e. not edited school text) of a full-length work before the end of the first year of independent study, and entirely original forms of works should be studied in the second year.

Notes

Public community colleges usually offer these four types of courses; two-year liberal arts colleges generally do not offer the courses supportive to career programs, may or may not offer special-interest courses, and may have university-parallel courses (as well as independent study) beyond the second year level.

The committee feels strongly that directed independent study must be available at the two-year college unless or until the present administrative strictures on "upper-division" offerings at community colleges are lifted or redefined by the Junior College Board and the Board of Higher Education.

The committee urges that interviews for directed independent study be conducted in French, as a check on the student's control of the spoken language.

A written record of both objectives and progress should be kept so that transfer departments, deans, registrars, etc. can make a well-founded evaluation of the work accomplished.

Appendix

QUESTIONNAIRE FOR FRENCH STUDENTS:

About you: (Check all appropriate items)

Do you:

_____Sing? in a choir or chorus?_____ solo?_____

_____Dance? tap?_____ ballet?_____ other?_____

_____Cook?

_____Drive a car?

_____Sew, knit, do needlepoint, etc? (which?)_____

_____Do carpentry, electrical work, auto repair, or other skilled work? (Which?)_____

_____Play a musical instrument? (Which one?)_____

_____Do creative writing? poetry?_____ stories?_____ other?_____

_____Play active sport? (Which one?)_____

_____Play bridge, chess, board games, etc.? (Which one(s)?)_____
_____

_____Do crossword or other kinds of puzzles?

_____Draw or paint?

_____Travel? (Where?)_____

_____Have a job? (Doing what?)_____

_____Write many letters? to friends?_____ family?_____ pen-pals?_____

_____Keep a diary?

_____Act?

_____Debate?

_____Make speeches? (What kind?)_____

_____Other:_____

_____

Have you:

_____Studied French before?
Where?
For how long?
How long ago?

_____Studied another language before?
Which one(s)?
Where?
For how long?

_____Liked language study? (Please be honest!)
Why or why not?

Do you expect to use French for: (Check all appropriate items)

_____Transfer credit (to what university)?

_____Travel or pleasure?

_____Business?

_____Relating to French-speaking relatives and friends?

_____Meeting French-speaking people?

_____Reading?

_____Writing: letters?_____ other?_____

In this course, would you like to:

_____Speak French?

_____Read French? literature?_____ newspapers?_____ other?_____

_____Write French? personal letters?_____ business forms?_____
Compositions?_____

_____Understand spoken French? of what region?_____

_____Learn about French culture? any particular aspect?_____

_____Join a singing group?

_____Join an instrumental group?

_____Act in a skit, play or puppet show?

_____Study French politics or economics?

_____Read: short stories?_____ novels?_____ plays?_____ articles?_____
(What kind?) _____

_____Learn bridge or some other game in French (What game?)_____

_____Cook French food?

_____Make something by French language directions or pattern?
(What?)_____

_____Meet French-speaking people? (From any special area?)_____

_____Other: _____

_____

POINT SYSTEM SUMMARY:

Grading is by points, so you can decide what grade you want and how you want to work toward it. Point values are:

Attendance in class	1/day
Attendance in the Language Lab	1/hour (50 minutes)
Workbook exercises	1 page with 5 errors or less
Quizzes (graded A, B, etc.)	A - 4 B - 3 C - 2 D - 1
Hour exams (graded A, B, etc.)	A - 20 B - 18 C - 16 D - 12
Final exam (graded A, B, etc.)	A - 35 B - 30 C - 25 D - 20
In-class reports--subjects of your choosing	5/report
Songs, projects of your choosing (One girl baked a cake for her class from a recipe in a French magazine.)	5/item

To get A, you need 180 points
B 160 points
C 140 points
D 120 points

You may accumulate points in any manner you choose. You may substitute projects for quizzes and exams, if you like. If you accumulate the points for the grade you seek before the end of the quarter, fine. But a word of caution--most students working on this system find they need to attend class and the Language Lab regularly and to study and practice daily in order to keep up, and that it is not a good idea to let Workbook exercises fall behind more than a few days.

BEST COPY AVAILABLE

TEACHER-PRODUCED HAND-OUTS:

The Time - L'heure

Quelle heure est-il? What time is it?
A quelle heure arrive le train? At what time does the train arrive?
Il est quatre heures. It is four o'clock.
une demi-heure - a half hour
4:30 : quatre heures et demie
6:30 : six heures et demie
2:30 : deux heures et demie

Exercise:

Il est onze heures et demie.	11:30
Il est ...	3:30
Il est ...	10:30
Il est ...	7:30
Il est ...	1:30
Il est ...	5:30

moon - midi
midnight - minuit

If you want to be very correct, you would indicate whether it is 8:00 in the morning or in the evening. You simply add: du matin (of the morning); du soir (of the evening)

Il est huit heures du soir. 8 p.m.
Il est sept heures et demie du matin. 7:30 a.m.

Exercise:

A quelle heure arrive le train?

Le train arrive à sept heures du soir.	7 p.m.
Le train ...	9:30 p.m.
Le train ...	11:30 a.m.
Le train ...	3:30 p.m.
Le train ...	10:30 a.m.

a quarter of an hour - un quart d'heure

8:15 : huit heures et quart
7:45 : huit heures moins le quart
2:15 : deux heures et quart
1:45 : deux heures moins le quart

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